

CRESTVIEW ELEMENTARY

509 American Legion Road
Greer, South Carolina 29651

GRADES K-5 Elementary School

ENROLLMENT 696 Students

PRINCIPAL Margaret Thomason 864-848-2400

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	62	8	1	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004	Excellent	Good	Yes

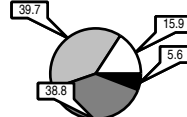
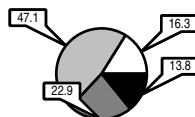
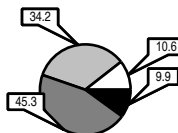
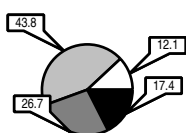
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Below Basic

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	341	100.0	10.6	34.2	45.3	9.9	69.3	Yes	Yes
Gender									
Male	162	100.0	15.1	39.5	39.5	5.9	59.9		
Female	179	100.0	6.5	29.4	50.6	13.5	77.6		
Racial/Ethnic Group									
White	246	100.0	6.0	29.6	51.9	12.4	79.0	Yes	Yes
African-American	78	100.0	25.3	46.7	26.7	1.3	40.0	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	7.7	46.2	30.8	15.4	61.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	271	100.0	4.3	31.9	51.6	12.2	78.7		
Disabled	70	100.0	33.8	42.6	22.1	1.5	33.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	341	100.0	10.6	34.2	45.3	9.9	69.3		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	337	100.0	10.6	33.8	45.6	10.0	69.7		
Socio-Economic Status									
Subsidized meals	148	100.0	16.4	46.3	32.1	5.2	52.2	Yes	Yes
Full-pay meals	193	100.0	6.4	25.5	54.8	13.3	81.4		

Mathematics - State Performance Objective = 15.5%									
All Students	341	100.0	12.1	43.8	26.7	17.4	62.1	Yes	Yes
Gender									
Male	162	100.0	11.8	42.1	28.9	17.1	59.9		
Female	179	100.0	12.4	45.3	24.7	17.6	64.1		
Racial/Ethnic Group									
White	246	100.0	9.4	36.9	30.9	22.7	70.8	Yes	Yes
African-American	78	100.0	21.3	65.3	10.7	2.7	34.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	16	100.0	7.7	38.5	46.2	7.7	69.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	271	100.0	7.1	42.9	28.0	22.0	70.9		
Disabled	70	100.0	30.9	47.1	22.1	0.0	29.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	341	100.0	12.1	43.8	26.7	17.4	62.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	337	100.0	12.2	44.1	26.3	17.5	61.9		
Socio-Economic Status									
Subsidized meals	148	100.0	18.7	55.2	19.4	6.7	44.0	Yes	Yes
Full-pay meals	193	100.0	7.4	35.6	31.9	25.0	75.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	121	97.5	13.4	25.0	51.8	9.8	61.6
	Grade 4	117	99.1	12.5	37.5	43.3	6.7	50.0
	Grade 5	124	100.0	11.2	50.0	34.5	4.3	38.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	9.1	24.5	44.5	21.8	66.4
	Grade 4	113	100.0	12.8	33.0	50.5	3.7	54.1
	Grade 5	113	100.0	10.0	44.5	41.8	3.6	45.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	121	100.0	9.6	43.0	20.2	27.2	47.4
	Grade 4	117	100.0	9.5	44.8	27.6	18.1	45.7
	Grade 5	124	100.0	12.1	42.2	27.6	18.1	45.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	115	100.0	11.8	45.5	30.9	11.8	42.7
	Grade 4	113	100.0	12.8	40.4	22.9	23.9	46.8
	Grade 5	113	100.0	11.8	45.5	27.3	15.5	42.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 696)				
First graders who attended full-day kindergarten	93.1%	N/C	100.0%	100.0%
Retention rate	4.5%	No change	2.4%	2.7%
Attendance rate	96.9%	Down from 97.0%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.1%		2.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%		2.6%	3.5%
Eligible for gifted and talented	17.6%	Down from 26.8%	20.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Down from 12.0%	7.6%	8.2%
Older than usual for grade	1.4%	Up from 1.3%	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	52.5%	Down from 55.8%	54.4%	51.4%
Continuing contract teachers	87.5%	Up from 76.7%	90.4%	87.5%
Highly qualified teachers**	97.4%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	86.4%	Up from 82.8%	89.2%	86.7%
Teacher attendance rate	97.0%	Down from 98.8%	95.0%	94.9%
Average teacher salary	\$40,269	Down 1.6%	\$41,734	\$40,760
Prof. development days/teacher	11.2 days	Up from 9.3 days	11.4 days	12.4 days

School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	21.6 to 1	Down from 22.2 to 1	20.0 to 1	18.9 to 1
Prime instructional time	92.6%	Down from 95.0%	90.4%	90.0%
Dollars spent per pupil*	\$4,817	Down 1.9%	\$5,673	\$6,044
Percent of expenditures for teacher salaries*	65.5%	Down from 66.4%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The staff of Crestview Elementary, with input from parents, PTA, SIC, and community leaders, developed a school portfolio with goals based on the Malcolm Baldrige Award's expectation for high levels of performance from all parties. With a focus on student achievement, the portfolio documents the changes and progress made toward continuous improvement and is available for review in the school media center and in the front office. The portfolio and school goals support the No Child Left Behind law, which holds all students accountable for mastery of grade-level skills at a proficient or advanced level by 2014. Our goals include: 1) To provide an academically challenging environment; 2) To provide the staff with leadership and professional development opportunities; 3) To effectively use technology; and 4) To offer opportunities for parental and community involvement.

Our success toward meeting our goals are too numerous to list in detail. For the past 3 years, Crestview's academic program has been recognized by the South Carolina Department of Education with a GOLD Award for achieving a rating of EXCELLENT on the state's report card. Last year, 2002-2003, we were one of 11 elementary schools in Greenville County to receive the designation. Crestview was one of the original eight schools in the district to receive the RED CARPET AWARD, an initiative that recognizes schools with an outstanding family-friendly environment. This year, our PTA completed the final phase of an eight-year project to build a \$10,000.00 walking track and received a "Thumbs Up!" designation from the Greenville News. While Crestview has many excellent teachers, for the first time in the history of the school, a first year teacher was awarded the GOLDEN APPLE Award and was featured on WYFF News 4. The South Carolina Autism Society selected the principal for the Bravo Award in recognition of her work on behalf of special needs children. Parent University, Curriculum Night, Reading and Writing Night, and Math and Science Night are just a few of the learning opportunities offered to parents.

Significant changes during the past 3 years include overcrowding, portables, outdated computers, increased class sizes, and a significant increase from 31% to 46% of students qualifying for free and reduced lunch. Despite these challenges, we are committed to using data to target student weaknesses and make revisions to the curriculum. In support of our school's mission to partner with all parties to ensure that all students succeed in a safe, nurturing, and academically challenging environment, we would like to take this opportunity to thank each of you for all that you do to make Crestview a very special place for children.

Margaret Thomason, Principal
Susan Livingston, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	107	49
Percent satisfied with learning environment	100.0%	93.5%	91.7%
Percent satisfied with social and physical environment	100.0%	94.4%	98.0%
Percent satisfied with home-school relations	84.0%	94.3%	85.4%

*Only students at the highest elementary school grade level at this school and their parents were included.